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РЕАЛІЗАЦІЯ ТЬЮТОРСЬКИХ ПРАКТИК У СТАРШИХ КЛАСАХ НА ПРИКЛАДІ ПРИВАТНОЇ ШКОЛИ "АФІНИ" м. КИЄВА

У статті актуалізовано необхідність впровадження тьюторських практик, які відповідають викликам часу, сприяють подоланню суперечності між вимогамисучасності до особистості та традиційними освітніми практиками. Пріділено увагу умовам реалізації тьюторських практик, а саме створенню варіативного відкритого освітнього середовища. Сконструйовано досвід ефективних тьюторських практик, які відповідають віковим особливостям учнів старших класів; подано стислий аналіз компетенцій тьютора.

Досліджено, що тьюторство має свої методи, форми, принципи та практики, які вже працюють. У школі використовують як розвиваюче, так і наукове навчання. Результати індивідуальних зустрічей між тьюторами та учнями виявляються через проекти учнів, їх розумок життєвих навичок, критичне мислення, вміння ставити власні цілі, способи їх досягнення відповідно до власних потреб, інтересів та талантів. У науковому навчанні тьютор також супроводжує в наукових дослідженнях. Результати такої співпраці можуть бути виражені захистом наукового дослідження, участю у конкурсах, виставках, конференціях, олімпіадах тощо.

Зазначено такі умови впровадження тьюторських практик як ресурси (інформаційні технології, людські ресурси поза школою, співпраця з бізнесом, культурою, представниками науки тощо); мобільність освітнім (зв'язок з міжнародною педагогічною спільнотою), відкритість до всього нового, а також мобільність навчального контенту – здатність учнів використовувати будь-які знання та навички, набуті в школі, в різних ситуаціях із реального життя та приймати ефективні рішення в проблемних ситуаціях; рефлексія (перехід від освіти до самоосвіти).

Встановлено, що залучення учнів до свідомого вибору та формування власних освітніх шляхів, а також тьюторська підтримка, ефективність індивідуалізації навчального процесу стає реальною завдяки відкритому освітньому середовищу через співпрацю школи з сторонніми експертами та професіоналами.

Ключові слова: індивідуалізація, тьютор, тьюторські практики, відкрите освітнє середовище.

UDC 378

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ORGANIZATION OF PERSONAL ACTIVITY OF THE MANAGER, AS A CONDITION OF EFFICIENT ADMINISTRATION OF THE EDUCATIONAL INSTITUTION

The article outlines the theoretical foundations of organization of time management of the manager, time management systems, components of the organization of the personal time of the manager. The main preconditions of efficient organization of working time of the manager of the institution of education are considered. The tools of increasing the efficiency of working time, in particular the organization of self-management of the manager, as a factor contributing to the optimization of their own resources and their management, are analyzed. It is noted that the driving force of management is the intelligence, emotions, feelings and will of man – the manager, the head. It is shown that the key to successful management in the system of social relations is the understanding and consideration of the capabilities of the human factor. Find determinants that help make the organization of work time optimal. The connection between the effective implementation of management functions in the educational sphere and the understanding of working time management levers is considered. Opportunities for optimizing the time management of the head of a higher education institution are revealed.

Keywords: time management, goal-setting, planning, self-management, methods of organization of time, tools of time management, professional reflection.

Formulation of the problem. Social management is a management that is carried out in human society, people in relation to people. Both the subject and the object of control are presented by man. In the managerial systems that operate in a social environment, the human factor is the main and leading factor, which includes: level of qualification, social activity, production initiative, level of professional and general training, civic responsibility, state of health, physical training, etc. According to the Law of Ukraine "On Higher Education" (No. 1556-VII of 01.07.2014), in particular Section VII "Management of Higher Education Establishment", a list of tasks, functions, responsibilities of the head of the Ministry of Health, the dean of the faculty, the director of the

educational-scientific institute, the manager department, head of the structural unit. Such a list involves the existence of a system in the organization of activities, the need for special training for the planning and organization of the institution, teaching and research unit. The study of the content of duties, the implementation of which is envisaged by the law "On Higher Education" and the requirements for applicants for a leadership position [3], show that there is a significant contradiction between them in the modern system of higher education. By comparing the requirements to the applicant for a managerial position and the content of the authority of the manager of the institutions of higher education, it becomes apparent that in order to effectively carry out his mission, the

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manager needs a number of competencies in planning, organizing motivation and control of managerial processes. Analyzing the conditions under which these functions can be performed effectively, we conclude that one of the most important – is the ability of the head to organize their own activities. It permeates the entire control system. It is impossible to effectively manage management functions, if there is no clear idea of the hierarchy of their own goals, time and spatial opportunities for their achievement, the ability to calculate and allocate goals that need to be achieved today, tomorrow, in the short and long term. The search for determinants to help determine the relationship between the organization's own activities of a higher education institution manager and the effectiveness of management is the research objective.

To achieve this, the following goals were solved: a number of approaches to the organization of time management were investigated, the main determinants influencing the organization of the personal time management of the institutions of higher education were determined, the actual state of the process of organizing their own activities by the heads of one of the institutions of higher education was analyzed.

Analysis of recent research and publications. Some aspects of the effectiveness of managerial work in the educational sphere were studied by various scholars: pedagogical management (VI Bondar, K. Ya. Vazina, MI Pryhodko, V.P. Simonov); organizational culture of the head of the ZSSO (GM Timoshenko), professional self-education (SB Yelakanov, L.V.Kondrashova, O.N.Yakubovskaya), development of pedagogical reflection and mechanisms of reflexive management of educational process (O. S. Anisimov, Yu.N.Kulyutkin, AF Linnenko, G.S.Sukhobaska, N.D. Khmel). In the indicated researches the role and place of professional self-development, self-improvement, motivational-value relation to itself as a subject of administrative activity is shown. At the same time, studying the questions of determining the effectiveness of planning, organizing the motivation and control of managerial processes, the manager's ability to organize his own activities did not find enough coverage in the field of educational management. This work is a continuation of the study of approaches to the scientific organization of work of the head of the institutions of higher education, which is conducted by the Department of Pedagogy of the Taras Shevchenko National University in the framework of the improvement of the educational program "Management of the institution of higher education". To date,

a comprehensive assessment of the effectiveness of the managerial activity of the head of the institution of higher education has been carried out [3], the use of the principles of neuro-linguistic programming in the preparation of managers for the educational sphere [2] has been explored.

Research presentation. Suppose that the effectiveness of planning, organization, motivation and control of managerial processes in an educational institution can be increased by examining the impact on its level of ability to organize its own activities, identify determinants of its effectiveness, which depend on the organization of personal work and affect the quality of management and on this basis to develop recommendations for its organization, taking into account the content of the duties of the manager and the level of his professional tasks. We will try to confirm or refute this assumption.

To date, there are many time management systems in the world, both completely new and developed several centuries ago. When organizing any activity it is important to learn how to take into account the experience gained, enriching it with its own achievements and taking into account the conditions of professional activity in a specific working city. When it comes to personal managerial planning, it must be taken into account that the success of the entire organization managed by the manager depends on its rational organization. By studying the experience gained in this area, we will analyze some of the approaches and systems that have already been tested by time and prove their effectiveness, we will find out the possibilities of their use in the practice of the managerial activity of the head of the institution of higher education.

One of the most famous in the world is the time management system of Benjamin Franklin (17.01.1706 – 17.04.1790). He argued, "If time is the most precious thing, then the waste of time is the most profligate." Benjamin Franklin was a renowned scientist, talented journalist, experienced diplomat and wise politician. His system works on the principle of "from big to small". Franklin argues that every human action must be consistent with its vital values and is aimed at fulfilling a global life goal. In order that the path to the intended goal was easy and fast, it is divided into smaller volume and implementation times, and in turn, they are broken down into several concrete and achievable tasks in the near future. The system resembles a pyramid, in the lower part of which are the fundamental life principles and the most voluminous goals, in the medium-long-term, on the upper – specific short-term tasks to achieve these goals. Visually, the pyramid has the form, shown in Fig. 1

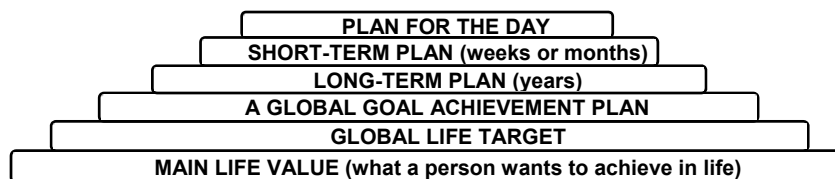


Fig. 1. Pyramid of the goals of Benjamin Franklin

The first level of the pyramid. It is from the principles, values laid in the foundation, the foundation of the pyramid will depend on all subsequent actions. At this level, values are determined, priorities are the hierarchy of vital values. This level is the most difficult – a person to understand his feelings and thoughts is not easy. It is extremely important to find their own values. Often, what we consider value is deceit, imposed by society, family, friends circumstances, etc. Having compiled a list of values, it is necessary to carefully analyze it, excluding contradictory ones. Periodically, they should be reviewed (approximately once a year). It's time, and it is normal that life priorities are changing.

The second level is closely related to the previous one. Based on the chosen values, a person must set himself a specific goal, the largest and most important, for the

achievement of which he will work for the next few years or even decades. It is important to remember that the global goal should not be contrary to the basic values of life.

The third level. Its feature is the absence of a time component: in the master plan, only actions are prescribed, and the time of their execution is not indicated.

The fourth level – the plan is to indicate the specific dates of implementation. It is important to put a non-abstract date (for example, "this year"), and clearly prescribe the terms and compare each item of the long-term plan with the relevant point of the general, clearly understanding the time limits of its implementation. Make adjustments to long-term plans is desirable every 4-6 months.

The fifth level – a plan from a few weeks to several months. Each item must correspond to any of the long-term items. It is

often necessary to view the plan. It is desirable to re-read (and make changes, if necessary) 1-2 times a month.

The sixth level is the preparation of daily plans, they are directly dependent on short-term plans. It is important that each point of the plan has a clear timeframe. Make the plan a day better the day before in the evening. During the day it can and should be adjusted.

Time management throughout the day. When planning for a day, you need to take into account the priority of a particular case. Usually all cases can be classified into one of three categories. Important and urgent, important but non-terminating, unimportant. At first, you should start executing important cases, then proceed to the implementation of secondary and, if there is time, to do minor things. It is not necessary to grab immediately for everything, otherwise you can not have time to do anything at all [6].

For effective planning, you can use a blog diverted by the Franklin system. Several of the first or last pages of it are intended to capture vital values and global goals. There is also a table for drawing up a master plan. To record long-term plans, there is always a place at the beginning of the diary, for recording short-term – at the beginning of each month and every week. Plans for a day are recorded on a page with the corresponding date, with each case assigned a different degree of priority (A – important, B – minor, C – insignificant). As the case is completed, the letters X are additionally marked – canceled or V – executed. Before the affairs, carried over to another day, put a new date for their implementation. The main value of the Franklin system is that it helps save time, disciplines the process of self-organization, helps to plan and organize activities in accordance with the main vital values [7].

Another approach to planning we see in one of the leading theorists and practitioners of the effective management of Peter Drucker (November 19, 1909 – November 11, 2005), columnist, economist, writer, university professor, journalist, lawyer, sculptor. In his book, "An Effective Leader," he writes: "According to my observations, experienced managers do not immediately rush to solve their problems. They start with an analysis of their time, and not from planning – first they are thinking how to distribute their time. Then they try to control the time, the most important element of which is to reduce unproductive costs. Finally, their "personal" time combines in the maximum possible large and interconnected blocks. According to P. Drucker, this process consists of three components: time registration; time management; enlargement of time [8].

The easiest way to understand what time is spent is to analyze the structure of the day. To register the current affairs, create a small helper file (or keep in his diary) where to fix the start and end times, give them a brief description, record the obstacles. You can make separate columns and a separate column with your own estimate of the effectiveness of the time spent (efficiently / inefficiently), with the time division of time for the time to fix the distracting moments (checking mail, interrupting, talking with a colleague, breaks on tea, diverting to checking updates in social networks, etc.) affairs: work, personal, tasks, etc.

After mastering the registration skills, you can start managing time – knowingly control it, what and in what amount is spent on specific activities. This analysis helps to understand the factors of the efficiency and productivity of personal work and go to the stage of consolidation of time.

Why do we have to pay particular attention to the stage of consolidation of time? The organization of the educational process requires careful preliminary and ongoing discussion, preparation of decisions on important issues. The fragmentation in the work leads only to the need for repetition of operations. That is why a good manager always strives to consolidate his discretionary time. He understands that for solving creative problems he needs large blocks of time, because

small sections cannot be used effectively. It has been established that even a quarter of a working day, grouped by large time blocks, may be sufficient to carry out important work. On the contrary, three quarters of the working time can be spent mediocly if they are broken up in fifteen to twenty minutes.

Thus, employees of the educational sphere, and especially managers, must learn to dispose of their time enlarged blocks. Splitting time does not lead to the desired result, even if its total amount available is quite large. This thesis is especially relevant with regard to the time spent on working with people, namely, such a work – the central link in the activities of the head, manager of the institution of education. People spend time, and most of them are in vain.

Thus, time management is the action or process of training the conscious control over the amount of time spent on specific activities, which can significantly increase the efficiency and productivity of labor. Skillful time management can improve the skills, tools and methods used when performing specific tasks, projects, and goals. The time management system is their combination. Possession of such a system, building it depending on the goals and objectives of management, will help correctly plan, distribute and organize not only their time, but also the time of their subordinates, which will enable to lead to a qualitatively new level of organization of activities in the area headed by the head.

The methodology of organization is the leader of his time, and as a result, improving its efficiency is time management. Time management for many people is a lifestyle that avoids constant stress. In such people, everything follows the plan and they always make it.

The purpose of time management is to help to understand the specifics and nuances as much as possible, as well as at the deepest level to realize and feel how effective the organization can at one time contribute to the achievement of goals, to help develop the potential of his personality and to have a beneficial effect on the effectiveness of the functioning of the managed organization and on life in general.

Today there is a huge variety of different approaches to time management.

As the author of the book "Time Management:" Time Management Practice "Sergey Kalinin, experts distinguish three types of time management: personal (personal), role (professional), as well as social time management. And within these types there can be unlimited (and even overlapping) number of systems, methods and concepts of time management, some of which have copyright names.

Individual time management is closely linked to personal self-development and is carried out personally by a person who wants to improve the efficiency of their activities.

Role-based (professional) time-management helps a person to be effective in implementing a specific social role, usually a professional one. According to the author, professional time management – "this is 50% of the psychology of work and another 50% of the methods of improving the efficiency of labor, borrowed from the NOP (scientific organization of labor [4].

By studying all the diversity of approaches to time management, one can understand that there are three principal aspects of time management – systems, concepts, and methods of time management.

Time management system – a combination of interacting elements, in particular, concepts and methods of time management, aimed at achieving the goal.

The concept of time management is a certain way of understanding and perceiving the effectiveness of using personal time, on which the satisfaction with personal time management depends to a large extent.

The method of time management is a systematic sequence of actions aimed at solving a specific task of time management.

Consider the process of planning and organizing the work of the manager, taking into account existing systems, concepts and methods of time management.

Planning is the first important link in the organization of rational work of the head. It necessarily involves both the establishment of realistic timing for achieving the goals and objectives set, and the implementation of specific content. Setting deadlines is an important and crucial moment in planning. The ability to waste time is a sign of a high culture of management, brought up and organized by a person. There is such a law of management: the more time the manager spends on planning, the less he goes to the direct solution to the problem, which saves the total time [9].

If you spend 7-8 minutes planning on a working day and consistently follow the plan, you can win around an hour to complete tasks every day. This is another advantage in planning.

The rational organization of the work of the head assumes a clear idea: what does he do when and how much time does it take? A survey of the activities of vice-rectors, department heads (8), deans of faculties, directors of institutes, scientific centers (16), secretaries, assistant managers (16) of institutions of higher education (total sample size of 40 respondents) showed that it is a question of strict planning for the following directions:

- solving the issues of organizing the educational process;
- work with documents;
- Meetings, negotiations, conversations;
- solution of socio-economic issues;
- work with personnel;
- assignment.
- the obligatory component (which unfortunately cannot be planned) are non-productive expenditures of time.

In the above systems, planning begins with the definition of long-term (strategic, vital) goals. According to the authors of the book "Competing for the Future" G.Hamela and KKPrahalad, only 2.4% of the time spend on strategic planning. The task of the leader, in their opinion, is to see the future before it comes before anything. On such a vision, it is necessary to spend from 20% to 50% of the time spent on planning [1].

Our research has shown that most executives avoid elaboration of long-term plans. Among the main reasons can be called: do not know how they cannot develop them; believe that this is difficult for a long time and this is not necessary; those who do it do not use them in the current planning; Remote results are not perceived as real. Thus, in the process of training managers of the educational sphere, their training in the system of professional development, organization of professional self-development, it is important to understand the role of strategic planning for the organization of the personal time of the head and the methods of organization of his organization (Benjamin Franklin's Pyramid goals, the Radiation Diagram method, etc.).

It is expedient to start the organization of personal time with planning for 1 day, since: this is the smallest and well-known unit; you can consider each new day as the beginning (if the previous one was unsuccessful); who can not follow the plan for a day, will not be able to follow plans for a longer term. It is expedient to include in the plan for 1 day: tasks, activities, obligatory and desired meetings, everything required from the list for a week, month, unfulfilled tasks of the previous day, cases that have arisen additional, cases that are repeated from time to time. Plans contained in memory lose out in a clear sense, and, as experience shows, are subject to frequent changes. Therefore, the plan should be written in writing. It has some advantages: memory unloading; has a psychological effect of self-motivation, actions in the performance of tasks of a given day will be more focused and oriented to the steady performance of the planned; will help less distract (that is, concentrate), which, in turn, will force them to accomplish precisely scheduled tasks; will not lose out of sight unfulfilled items (transfer to the next day);

will make it possible to achieve greater success by assessing the need for time and possible obstacles, scheduling "buffer time" for unforeseen events. Written plans collected in a binder, at the same time, are information (documentation) about the work performed and in certain cases may be evidence or a protocol of activity or inactivity.

The responses of the survey participants to the questionnaire regarding the vision of improving the planning and use of working time showed that most see them as: improving the delegation process; prioritization; optimization of motivating goals – own and goals of subordinates; introduction of monitoring system for implementation of plans. An absolute majority of participants want to learn how to isolate from the whole mass of things those that are most important and promising. Eisenhower matrix can be used to streamline the activities of the supervisor. It is a simple tool that helps to avoid the state of analytical paralysis that occurs every time you do not even know where to start. The use of the matrix helps not only to understand things, but also to reduce the emotional load. Subsequently, having mastered the principles of this concept, one can learn how to quickly and easily identify the difference between the important, the urgent, the secondary and the unnecessary. This tool is suitable for those who are ready and able to evaluate the importance of their tasks and clearly classify them. The method implies the division of tasks and actions into four groups: urgent and important; important but not urgent; urgent but not important; not urgent and not important. The ultimate goal of the Eisenhower method is to help filter out secondary affairs from important decisions and focus on what really matters.

Value of quadrants in the matrix:

Tasks are distributed to specific quadrants, which, in turn, determine when and how long you can complete tasks.

- Quadrant I – "Do it immediately" (urgent and important). These are priority tasks that require immediate attention. They have tough times and should be performed first and foremost in person.

- Quadrant II – "Decide when you do it" (important, but not urgent). This quadrant is a strategic part of the matrix, ideally suited for long-term development. The elements that it contains are important, but do not require immediate intervention. In this case, the tasks have a certain term and are also performed in person.

- Quadrant III – "Delegate to somebody" (urgent but not important). This quadrant includes phone calls, emails, meetings and events planning. These types of tasks usually do not require personal attention, because they have no measurable result. Quadrant III helps to minimize what distracts from important work. Through delegation, the manager can focus on more serious things.

- Quadrant IV – "Do it later" (not important, not urgent). Actions that fall into quadrant IV are related things that do not bring any value. Simply put, this is something that you can always postpone without fear of any consequences. These things take time and prevent them from performing more important tasks that are being done in the first two quadrants.

Distribution of quadrant tasks has some peculiarities and should be taken into account: lists of cases make life easier. We must be convinced that when assigning tasks, the right questions are asked to help determine what needs to be done in the first place. The key feature is the priority. Only personally, the leader can determine the level of priority of the items in the list. Therefore, every morning, we must begin with the register of cases from the matrix, and by the end of the week you can see the result [5].

The results of self-analysis of the personal activity of managers in our study showed: there are those that focus on problems. Each day for them is a struggle with problems, but their number increases day by day. Less time is spent on joyful feelings from solved problems; the number of stressful situations is increasing. The only way to get rid of problems is that

many executives of this type see immersion in the quadrant IV case, which is perceived as a kind of holiday.

Other managers spend most of their time on urgent but unimportant cases, believing they are dealing with quadrant I. For them, urgency becomes important. In most cases, this is due to the fact that the interests and expectations of other people who are adapting to them tend to overwhelm them. As a result, they feel a victim of circumstances that are higher than them.

Managers who work with important but non-urgent cases focused on preventing problems by building relationships with others, strategic planning, preventive actions and the acquisition of new knowledge. Therefore, the number of crisis situations they are relatively small. As a result, they do not feel "cornered", in which there is time to rest and creative work. But these were the smallest number.

Discussion of the results of self-examination and the search for solutions in problem situations has shown that for most managers leaving the situation that does not satisfy them is the transition from work in quadrants I and III to work in quadrant II. In addition, it turned out that such a transition is quite complex and requires some courage. First, the only time resource for classes in quadrant II is the time from quadrants III and IV. And here it is necessary to develop in itself two skills: to carry out an analysis of the expenses of his time and learn to refuse from the cases imposed from the outside, and relate to the unimportant. Refusing to work in quadrants 3 and 4, it is important to keep in mind that people are always forced to speak to someone or for some reason, "no" because of the limited time. For many, it's easier to say "no" to yourself, taking time in your own health and development, family, creativity and giving this time to the interests of others. This human feature is liked to use crisis leaders who follow the rule: "If you want the thing to be done, instruct its busy person", so it is important to learn to say "no" to others, not allowing themselves to engage in solving crisis problems.

Conclusions:

1. Social governance is a management carried out in human society, people in relation to people. Both the subject and the object of control are presented by man. In the managerial systems that operate in a social environment, the human factor is the main and leading factor, which includes: level of qualification, social activity, production initiative, level of professional and general preparation, civic responsibility, health condition, physical training, motivation, ability to self-organization.

2. To effectively carry out its mission, the head of an educational institution requires a range of competencies in the planning, organization of motivation and control of managerial processes. An analysis of the conditions under which these functions can be performed effectively showed that one of the most important is the manager's ability to organize his own activities.

3. When organizing the management of their own time, the leader must learn to take into account the accumulated

experience, enriching his own achievements and take into account the conditions of planning and organization of activities in a specific workplace.

4. The methodology of organizing a leader of his time and, as a consequence, improving his efficiency is a time management that should become a lifestyle for the manager, which allows you to understand and feel how an effective organization can at its own time contribute to the achievement of goals, to help develop the potential of the individual and to have a beneficial effect on the effectiveness of the functioning of the managed organization and on life in general.

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ОРГАНІЗАЦІЯ ОСОБИСТОЇ ДІЯЛЬНОСТІ КЕРІВНИКА, ЯК УМОВА ЕФЕКТИВНОГО УПРАВЛІННЯ ЗАКЛАДОМ ОСВІТИ

Розглянуто протиріччя між обов'язками керівника у закладі вищої освіти, які визначаються законами і демократичною процедурою обрання на посаду, що не завжди забезпечує відповідність рівня підготовки претендента вимогам професійної діяльності. Досліджено один із можливих напрямів подолання цього протиріччя керівником за рахунок організації особистої праці вже після обрання на посаду. Розглянуто теоретичні основи організації управління часом керівника, системи управління часом, складові організації особистого часу керівника. Визначено основні передумови ефективної організації робочого часу управління закладу освіти. Проаналізовано інструменти підвищення ефективності робочого часу, зокрема організація самоменеджменту управління, як чинника, що сприяє оптимізації власних ресурсів і управління ними. Зазначено, що рушійною силою управління виступають інтелект, емоції, почуття і воля людини – управління, керівника. Дослідження пріоритетів діяльності управління рівня проректора і керівника навчальним підрозділом ЗВО показало, що визначальним для успішного управління в системі соціальних відносин є розуміння і врахування можливостей людського фактору. Здійснено пошук детермінант, які допомагають зробити процес організації робочого часу оптимальним. Розглянуто зв'язок ефективної реалізації функцій управління в освітній сфері і розуміння важелів управління власним робочим часом. Розкрито підходи і можливості щодо оптимізації управління часом керівника закладу вищої освіти. На основі перевірки в ході дослідження, обґрунтовано і запропоновано алгоритм системного планування, що у сукупності з рекомендаціями по організації особистого часу дозволяє оптимізувати діяльність управління закладу вищої освіти і підвищити її ефективність.

Ключові слова: управління часом, цілепокладання, планування, самоменеджмент, методи організації часу, інструменти управління часом, професійна рефлексія.